



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

their right on the mainland, with their line of battle broken by the island of Psytaleia, and that the battle was fought in this position.

This entertaining and instructive paper was discussed by Professor H. S. Scribner of the University of Pittsburgh.

A Reading from Horace, Book I, Ode 9, was delightfully given by Mr. William Douglas of Shady-side Academy.

Ancient, particularly Greek and Roman, History in the Secondary School, was presented by Principal William L. Smith of the Allegheny High School. Principal Smith said the function of Greek and Roman History in the Secondary School should be cultural and disciplinary rather than informational. In speaking of the time it should be taught, Mr. Smith said it should be later rather than earlier in the course, and that the plan of treatment should be broad and general rather than specific in detail.

This good talk was the subject of enthusiastic discussion by Professor Adams of Shady-side Academy and Professor Ullman of the University of Pittsburgh.

Current Educational Literature was introduced by the Secretary. Byrne's Syntax of High School Latin was discussed.

The President had a pleasant surprise for the Association and its guests—a display of some rare old books which lovers of the Classics like to handle. Among these were some of the original Delphin editions.

The Association received invitations from Duff's Business College and the University of Pittsburgh to hold its regular meetings in their respective buildings. The Association voted to hold the January meeting in the University. Professor Allen gave us a cordial invitation to hold one meeting in Washington and Jefferson College at Washington, Pa. We hope to accept this invitation in March.

On motion the secretary was instructed to write a history of the Classical Association of Pittsburgh and Vicinity and send it to THE CLASSICAL WEEKLY.

The Association was happy to receive word that Dr. Paul Shorey of the University of Chicago will be present to address its meeting on April 30, 1910.

On motion the Association adjourned to meet January 22, 1910, in the University of Pittsburgh.

N. ANNA PETTY,
Secretary-Treasurer.

Carnegie, Pa.

THE CLASSICAL CONFERENCE AT SYRACUSE

Coincident with the annual meeting of the Associated Academic Principals, December 27-29, at Syracuse, occurred the annual conference of the New York State Classical Teachers' Association, December 28. There were two sessions; both were well attended; besides nearly one hundred classical teachers from various parts of the state not a few of the Principals were present.

The program (see THE CLASSICAL WEEKLY 3:79) was of unusual interest and value, and the conference was the most successful since the Association was formed five years ago. The Proceedings will be published with those of the meetings of the Associated Academic Principals, and the Secretary will see that copies are furnished to all members of the Association, and to others upon application.

For the benefit of those not familiar with the formation of this Association of classical teachers a brief statement may be made. The Associated Academic Principals had met annually at Syracuse, dur-

ing the Christmas holidays, and for several years, also, the State Teachers' Association, which this year met in New York City. And, naturally, meetings came, in time, to be arranged for the several departments of instruction in the schools of the state. Departmental Associations were formed by the science teachers, for example, and by the classical teachers. These various Associations were formed with a common purpose. This purpose, in the case of the Classical Teachers' Association, is to develop, to a greater degree, a professional spirit of co-operation towards improved methods of teaching, and to quicken zeal for the cause of classical study. This Association has always met in Syracuse, and the date of its annual conference has always coincided, naturally, with the annual meeting of the Associated Academic Principals, a very considerable number of whom are teachers of Latin or Greek. It has, therefore, been in close touch with the annual discussions, the results of which find expression in the Academic Syllabus.

The Syllabus was discussed at the meetings of the Principals on December 28. At the morning session of the classical teachers the Latin requirements were discussed by Principal H. L. Russell, of Owego, Professor Herbert J. Smith, of the Oswego Normal School, Professor John Greene, of Colgate University, and Professor Harry Thurston Peck, of Columbia University. Professor Peck presented a resolution that the amount of prescribed reading of Latin authors, as specified for college entrance, should be diminished in the interest of more intensive study, that greater power in using the language should be developed, and that college entrance examinations should be a test of power. On motion of Professor Herbert M. Burchard, of Syracuse University, the resolution was amended to include Greek, and was then passed. Also, among the business matters at the morning session, a communication was submitted from Professor Charles Knapp, of Barnard College, in regard to coöperation with the Classical Association of the Atlantic States, and support of THE CLASSICAL WEEKLY. Professor Knapp's letter was referred to the executive committee, and was cordially accepted. Some twenty-five additional members joined the C. A. A. S.

Greetings were received and read from the Academic Principals. It was voted unanimously, after a brief discussion, to affiliate with their body. In this connection it may be added that no communication was at any time received officially from the State Teachers' Association, nor was there any intimation of a separate meeting of classical teachers in New York City (on the same date) under their auspices until about one month prior to this conference, when the program had already been arranged. In fact, the information came first from one who had been asked to take a part in the New York meeting. Furthermore, at the conference held in Syracuse a year ago no mention was made of changing the place of meeting, nor was the matter of definite affiliation with any educational body discussed and passed upon until at the recent conference, when, as stated above, it was unanimously voted to affiliate with the Academic Principals.

At the conclusion of Professor Peck's address, which was thoroughly enjoyed by all, and was indeed a most exceptional treat, a vote of thanks was given to him.

The following officers were chosen for 1910: President, Professor John Greene, Colgate Univer-

sity; Vice-President, Professor F. A. Gallup, Albany; Secretary-Treasurer, Miss Clara Blanche Knapp, Central High School, Syracuse; Executive Committee: Professor Perley Oakland Place, Syracuse University, Professor Edward Fitch, Hamilton College, Professor Harry Thurston Peck, Columbia University, Mr. Willis M. Galloway, High School, Geneva, N. Y., Miss Marcella M. Foley, High School, Herkimer.

In conclusion, this Association plans to enlist the interest and support of an increasing number of the classical teachers in the schools, colleges, and universities of the state, and to become an efficient agency for the expression of intelligent opinion in matters touching the status in our schools of that part of our educational system whose value those only can estimate whose experience has received its far-reaching value.

P. O. PLACE.

SYRACUSE UNIVERSITY.

THE CLASSICAL TEACHERS' SECTION OF THE NEW YORK STATE TEACHERS' ASSOCIATION

The Classical Section of the New York State Teachers' Association met with the general Association in New York City, at Teachers College, on December 28. There was much discussion of the fact that the Association calling itself The New York State Teachers' Classical Association, which heretofore had met with the New York State Teachers' Association when the latter body had gathered in Syracuse, had this year failed to meet in New York with the general parent body. Instead of effecting a complete organization, as was urged by some, the Section finally requested its Chairman, Dr. C. D. Seely of Brockport, to appoint at his leisure an executive committee of three members. It was further voted, on motion of Professor George P. Bristol, of Cornell University, formerly President of the New York State Classical Teachers' Association, that this Executive Committee should confer with the Syracuse organization, to induce it if possible to resume its former relations with the State Teachers' Association, and to meet annually with that body, wherever it might gather. It was further ordered that, if the Executive Committee should be unable to accomplish this purpose, it should have power to complete a permanent organization with a full complement of officers and to take measures to insure the existence of a vigorous classical section of the State Teachers' Association.

The two papers read evidenced a common desire to decrease the mortality in High School classes by better adapting the work in Latin to the needs of the secondary schools as distinguished from the demands of the colleges.

Dr. W. F. Tibbetts, of Erasmus Hall High School, Brooklyn, discussed The Present Status of Latin in the High School. He showed that the butchery of Latin pupils is not confined to the first year, but extends up through the second and the third year. Our unsatisfactory results are largely due to the greatly changed personnel of our classes to-day with their admixture of foreign pupils imperfectly speaking and understanding English. But account must also be taken of the social diversions and unfavorable home environment of the pupil of to-day as compared with those of thirty years ago.

Dr. Tibbetts recognized not only the hopelessness of attempting to restore the conditions of the olden

time, but also the necessity of intelligently adjusting ourselves to the situation as we find it at the present. This effort must find expression in endeavors to compete actively with other departments of instruction, in making our teaching more attractive and valuable in an educative way. The step in this direction should be the elimination from the work of the first year of many incomprehensible topics, such as conditional clauses, *cum*-temporal and *cum*-circumstantial clauses as well as those with *antequam* and *priusquam*. The work of the first year should be limited to forms and such a minimum of syntax as can be readily apprehended and thoroughly comprehended by the beginner. Dr. Tibbetts further advised enriching the high school curriculum by a much wider variety of reading than is now permitted. He would advocate reading the best things from many authors, rather than an attempt to study any one book exhaustively. He believed it possible to cull passages suitable for the high school student from the lyrics and elegiacs of the minor poets like Catullus and Martial, or even from the satires of Juvenal. Such an enrichment of the curriculum would involve radical differences with existing standards for entrance to the colleges, whose demands were regarded as disadvantageous to the continued popularity of Latin in our High Schools.

(To be concluded)

Mr. W. A. Jenner, of the Boys' High School, Brooklyn, spoke on Educative Interest in First Year Latin. He held that little progress had been made in the past generation in elementary Latin instruction: the beginners' book in popular use now was published in substantially its present form twenty-five years ago. Its most active competitor is confessedly reversionary in type, like the old Latin reader, which was so subservient to the conventional grammatical order of presentation as to offer only phrases for translation in the noun and adjective declensions.

Our beginners' books are unsatisfactory because they are uninteresting; they depend too much on grammatical notions for interest as well as apperception. English grammar is not taught, and will not be taught, as thoroughly as it once was; it is therefore useless to depend on that for interest and apperception.

We must therefore, in our beginners' books, appeal to those apperception-clusters in the beginner's mind which are of greater agglutinative value than are grammatical notions. Most valuable are the beginner's notions of geography and history.

English educators already show appreciation of all this. Witness Professor Sonnenschein's charming books for beginners. Since the American boy, on beginning Latin, is older and more mature than the English, we may attempt for him what Professor Sonnenschein regards as impracticable for the latter—the utilization (through intelligent methods of illumination rather than of simplification) of an original Latin text, whose pursuit will be recognized as of educative interest and value in itself. The drudgery of forms will be lightened by setting before the beginner a task which he can readily recognize as worth doing for its own sake.

Dr. Jeffreys, of the Eastern District High School, Brooklyn, differed with Mr. Jenner, and advocated the method represented by the sort of book which Mr. Jenner had described as reversionary in type.

W. A. JENNER.